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ABSTRACT

A study examined state-level collaborative planning strategies that have been developed in Wisconsin to coordinate the efforts of the Wisconsin Department of Public Instruction and the state's higher educational institutions with respect to the development of community education in the state. During the study the following areas were explored: the establishment of a common statewide direction and philosophy of community education, the role relationship and functions of the two community education centers, and the communication and dissemination mechanisms used in planning and implementing a statewide strategy. The review of Wisconsin's model for planning community education programs indicated that the strengths of the model appear to be in four major areas: (1) the state advisory council acting as the central planner; (2) the external planning and collaboration of the two state centers; (3) the development of a consistent philosophy of community education at the state and local levels; and (4) the emergence of a possible fourth partner in the state scene, the Wisconsin Community Education Association. Among the problems that persist in the state's community educational planning efforts are the need to broaden the focus and relevance of community education and the need to reduce the high turnover of council membership that is set forth in council bylaws. (MN)

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# Community Education Proven Practices II

## State Level Collaborative Planning

Developed pursuant to Grant No. G00-8006220 by the Wisconsin Community Education Project.

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## FOREWORD

Community education is a process of a community coming together to identify their problems and needs and devise solutions. This process, which builds on community awareness and a spirit of self-reliance, often results in various educational programs and social services. Using locally available resources and skills, people work together to accomplish what they cannot accomplish as individuals. Through community education, people are able to make education relevant to their needs, and to make their community a better place to live.

The notion of community education has been gaining acceptance throughout the United States. The Community Schools Act of 1974 initiated the federal government's involvement in community education. This was followed by he Community Schools and Comprehensive Community Education Act of 1978. Through these two acts, the federal government is encouraging multiple use of public facilities; involvement of people of all ages; income levels and ethnic groups; identification by the people of the needs and problems; development of a variety of human services; coordination among diverse agencies and institutions to eliminate duplication and multiple funding sources at the local state, and federal levels.

The federal government has placed primary responsibility within the states for the development of community education. A major federal function has been to assist states in developing their capacity to support the growth of commuinty education by administering a state program and providing quality technical and financial assistance to develop local community education programs.

This publication is one of a series of "Proven Practices" developed by federally-funded state and local community education projects. It is our hope that these publications will be useful to others wishing to initiate or further develop community education programs at the state and local levels. In short, the Federal Government is striving, through such activities as the development of these publications, to stimulate community education programs without taking primary responsibility from state and local levels. It encourages self-sufficiency, efficient use of locally available revenues, quality programs and the sharing of information.

An attempt has been made to make the series as easy to read as possible for those interested in using the material in their own community. Each booklet describes the administrative design, and the community education process used to implement the topic area. Problems, defeats, and outcomes reached are addressed. Each one should be complete within itself.

A good understanding of the publication is recommended in order to duplicate the subject area. Should you have questions concerning the information presented, you should not hesitate to contact the project director for further information and clarification. Personnel at the Centers for Community Education are also available to provide help.

We are continuing to provide support to state educational agency grantees in the future for this type of similar activity. Therefore, we would appreciate your comments and suggestions regarding these publications. I hope that they are helpful to you in your efforts. I wish you the best of luck in your community education endeavors.

Ron Castaldi

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# I. PROJECT OVERVIEW: WHERE WE WERE

## A. Wisconsin: An Introduction to the State and the Project

A cohesive, coordinated state level strategy is critical for any state seeking to impact the development of community education. The purpose of this project was to highlight the unique elements of this strategy; a state level development and coordination of community education between a state department and higher education center. Areas of collaboration and role development within the state include the formation of a common community education philosophy, the establishment of role relationships and center activities, and the determination of communication and dissemination mechanisms. Material and background for the report was based on the experiences of the two community education centers in Wisconsin; the Community Education Unit in the Wisconsin Department of Public Instruction and the Center for Community Education at the University of Wisconsin - Madison.

**The Setting**

The Wisconsin experience lends itself well to this project. Prior to 1977 Wisconsin did not have a state level focus for community education. Few communities had any comprehensive community education programs in place. These two factors were set against a state educational tradition which consisted of two very strong systems of post-secondary educational services; the University of Wisconsin and its statewide Extension system and the statewide Vocational system comprised of 16 Vocational, Technical and Adult Education campuses. The two community education centers (state department and higher education) were created in 1977 within months of each other. These centers were created in a state with highly developed educational services, and with no appreciable community education focus at the local school district or state level.

In the first months after the establishment of the two centers, a great deal of interaction took place concerning the problem of setting a state level strategy. This was due as much to circumstance and necessity as it was to any predetermined desire for developing a unified plan. It was not until two years later that the centers began to develop a documented, common strategy for statewide development of community education philosophy. A plan was developed which went beyond day-to-day communication. It addressed the areas of joint short and long range planning, coordinated role development between the two centers, and joint commitment to a single statewide strategy.

B. Background Information on the Wisconsin Centers

The Wisconsin Department of Public Instruction

Wisconsin has a unique triangle of educational institutions created to serve public education. The Wisconsin Department of Public Instruction, in which the state Community Education Unit is housed, is related specifically to K-12 education through the public schools. The Department of Public Instruction is headed by an elected State Superintendent. There is no state board of education. As a result of this structure, the State Superintendent places a strong emphasis on advisory councils as primary inputs to Department operations. The State Advisory Council for Community Education, established in 1977, is one of these councils. This 25 person council is broadly based in terms of geographic representation, minority, and male/female membership. The council is responsible to the State Superintendent and the Department's community education coordinator serves as its staff liaison. The state coordinator is a full-time position in the Division for Instructional Services.

The Community Education Unit within the Department of Public Instruction has as its primary responsibility three major functions:

(1) Statewide awareness of community education.

(2) Technical assistance to local school districts and communities.

(3) Cooperative relationships and "networking" among key agencies and resources related to community education.

The Wisconsin University System

The Wisconsin University System is unified under a single Board of Regents and the system includes 13 four-year universities, 14 two-year academic centers, and an extension system. The merger of the University of Wisconsin under one system took place in 1974 and is the fourth largest in the United States. The Community Education Center is housed on the largest campus, Madison. This center, begun in March of 1977, is part of the Department of Educational Administration in the School of Education. The primary functions of the University of Wisconsin Center include:

(1) Extensive training programs and a graduate level community education curriculum directed toward professional educators and development of trained community education coordinators.

(2) A research and dissemination capacity designed to explore critical issues in community education and disseminate materials and products statewide.

The University Extension Programs

University Extension Programs are a major branch of this system. These programs extend the university system and assist residents and communities in a variety of public service missions. Extension services are available in all areas of the state. Community development agents are a part of the extension services and are located at county offices in 44 of Wisconsin's 72 counties. These agents are of particular relevance to community education and are active in assisting local communities in planning and problem solving for a wide range of community needs.

In the following discussion, the focus will be on the development and coordination of a state level strategy of community education between a state department and a higher education center. Specifically, three critical areas of collaboration and role development will be explored:

(1) the establishment of a common statewide direction and philosophy of community education;

(2) the role relationship and functions of the two community education centers, and;

(3) the communication and dissemination mechanisms used in planning and implementing a statewide strategy.

## II. THE PROCESS: WHAT WE DID

### A. Common Statewide Direction

**The Situation**

When joint, indepth planning began to take place between the two centers in 1978, the most critical decisions were related to the philosophy of community education. It was determined that in order to have a consistent and continuous statewide development of community education, several initiatives were necessary.

(1) Both centers had to develop and promote a common philosophy and approach to community education.

(2) Primary actors and key institutions had to be aware of and willing to promote a common philosophy.

**The Steps**

(3) There had to be regular communication and sharing among key groups as community education evolved throughout the state.

**A State Advisory Council**

One of the first decisions made with the establishment of the two centers was to initiate the formation of a state advisory council. This council was seen as a vital component which allowed for discussion and ultimate resolution of a common community education philosophy. Part of the reasoning for this decision was found in the need to develop a common direction prior to the initiation of local models. It had been observed by the two state leaders in their experiences in other states that once local models develop they create a visible example of philosophy. The intent was to avoid differences in community education philosophies from state to local levels or between local models of community education.

**Advisory Council Membership**

In order to achieve the desired outcome of developing a common philosophy of community education through the state advisory council, caution needed to be taken in the selection and appointment of council members. Key education, recreation, social and cultural interests from throughout the state needed to be represented. Great care was taken

in the initial appointment of council members to assure diversification of interest and commitment to community education. Opposition to the concept of community education, as it was understood in Wisconsin, was also represented in the membership. The need to insure that the members of the council would put in the necessary amount of time and energy to the task of developing a common philosophy of community education necessitated the selection of people who were doers and could impact their respective organizations when they were back home. The size of the council needed to be large enough to be representative, yet small enough to allow for adequate discussion of membership interests. Twenty-five became the magic number for the council and as time passed this proved to be a good, workable number. (See Appendix A) The typical turnout for council meetings has been about 80%. By allowing discussion within the council to focus on the issues that surround community education, as well as the positive aspects of the concept, concerns from the various groups represented on the council were dealt with effectively. Eventually, a common philosophy of community education emerged, was subsequently adopted by the council and recommended to the State Superintendent of Public Instruction. (See Chart I)

Developing a Philosophy

The process of developing a philosophy of community education within a diverse group, such as the one brought together for the state advisory council, is slow and often painstaking. The basic tendency for the two state leaders was to force quicker action. However, a recognition that acceptance of the final product depended upon the agreement of the total council forced the leaders and the council to move one step at a time. The development of a community education philosophy and the State Plan for Community Education for Wisconsin took three years. (See Appendix B) This three year time span proved to be beneficial. Wisconsin now has a state plan which is understood and accepted by many of

STATE ADVISORY COUNCIL

Model of Representation

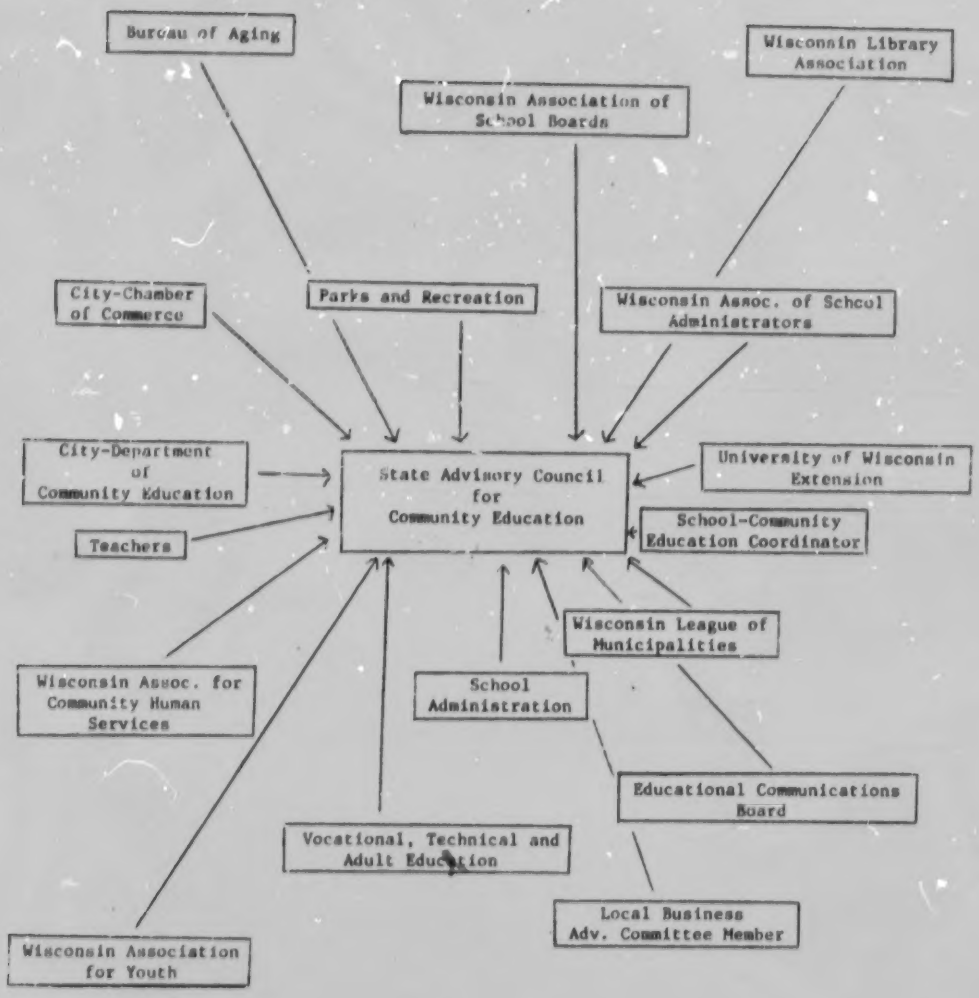


CHART I

the key agencies and organizations delivering services to people across the state. This long drawn out process of defining the concept slows down the implementation of actual models. Time has proven that the solid foundations for community education, established by the initial advisory committee, have allowed the models that are now being developed to be based on a common philosophy accepted by the key actors at the state and local level. As of this writing, there is a basic consensus of what community education should look like when a local school district and community initiate a community education program.

As community education in any state grows, the role of councils change and the tasks which they set for themselves change as well. This has dictated, in Wisconsin, a change in the membership on the council itself. As was the case when the advisory council was being formed, care needed to be taken as new council members took the place of old ones. Key questions that the leadership in Wisconsin needed to ask were:

(1) Are the appropriate interests represented on the council?

(2) Are the people involved with the council appropriate for the newly defined tasks, i.e. legislation, interagency relationships?

(3) Are the people on the council capable of affecting the appropriate organizations which influence politically the implementation of community education?

(4) Are the potential and actual "detractors" of community education represented on the council so that their concerns are listened to and heeded?

All of these questions and more must be addressed and answered on a regular basis if any advisory group is to be successful.

The bylaws of the state advisory council specify that members be appointed to only one three year term. (See Appendix C) This, coupled with the emphasis on selecting leadership people, has ensured that the council will continue to broaden its base of influence. This avoids the problem of many councils which perpetuate their memberships and eventually become static and more characteristic of a club than a council designed for serious input.

Council Meetings

An important aspect of council operation is a continual emphasis on inservice of council members. Each council meeting has a block of time set aside for highlighting a local model of community education. Presentations are made by invited representatives (coordinator, advisory council member, etc.) of the local effort. In addition, of the four council meetings held yearly, at least two are held on-site at local programs. These on-site visitations by the council have been a strong factor in the knowledge of and commitment to community education as a working philosophy which can make a difference in a community. The on-site visits have had a great deal of impact locally as well. The local superintendent of schools, board members and advisory council leaders are invited and participate as guests of the council.

Center Roles

Another important step in setting statewide direction was to determine the role the two centers would play in setting philosophy and direction. By design the two center directors became staff to the council while primary leadership roles remained with council members. The state department coordinator is the executive secretary to the council. His responsibilities include organizing and coordinating the council's day-to-day activities. The University of Wisconsin-Madison director is a permanent liaison to the council. He is responsible for attending all meetings and assisting council leadership to define goals and carry out its work activities. It was felt that a good state advisory council could and should function much as would an effective local council. This included the council selecting its own leadership. The two center directors act as staff to the council rather than as primary leaders.

Council Role

The council operates through three work committees, each with well-defined yearly goals. A major part of each meeting is reserved for committee activity. The overall perspective of the council relates to all community education development statewide. This is in contrast to many advisory councils which take responsibility for a narrow focus as defined by the agency it is created to advise. While the Wisconsin council directly advises the State Superintendent of Public Instruction (K-12 only) it also sees its role with the broad development beyond the confines of the K-12 setting. This is demonstrated most specifically in the evaluation of the council related to the two centers. One of the major goals of the council is to evaluate yearly the totality of state level operations in community education, including both the university and state department centers. This one factor alone has contributed to a broadened perspective of the council. This has insured that both centers see the council as being the primary leader in setting philosophy and direction. Finally, this approach has elevated the visibility of the council both in terms of how others see the council and how council members see their role. (See Chart II)

Council Linkages

The State Advisory Council represents a body which promotes communication among a variety of important resources. Combined with this effort have been a series of initiatives which have been targeted directly at key groups. Since 1977 some of the on-going initiatives, among many others, have involved University Extension, parks and recreation, programs on aging, county human services and vocational technical districts. These efforts are closely tied to the goals and activities of the State Advisory Council. Typically, the state coordinator and university center director work with the committees of the council to develop a set of goals and objectives related to needed interagency linkages. For example, the major 1980 initiatives involved aging and education,

STATE ADVISORY COUNCIL

Committee Structure

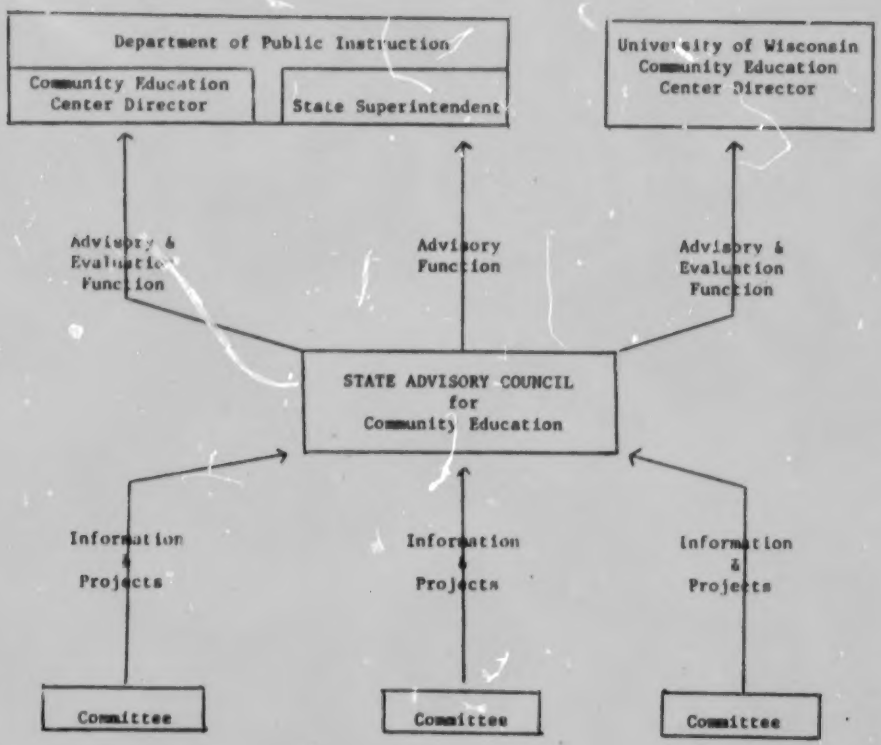


CHART II

and vocational, technical districts. These goals are reviewed yearly with new initiatives added, projects completed and others revised. (See Appendix D)

Wisconsin VTAE System Linkage

One of the best examples of a continuing linkage effort has been the cooperation of the State's Vocational, Technical and Adult Education System. This state educational system is responsible for a statewide network of 16 vocational, technical districts. Each of these districts has major facilities designed to provide post-secondary adult and vocational education. For many years these districts have cooperated with local public schools in the delivery of adult education. This history of cooperation had strong implications to the statewide development of community education. It was apparent and it remains necessary today that statewide community education initiatives coordinate closely with this system.

A major strategy in this cooperation was to enlist the support of persons in the vocational system and work toward building a mutual acceptance and understanding of the goals of community education. From the inception of state level activity in 1977, representatives of the vocational system have served on all major planning groups and on key committees of the state advisory council. The vocational representative on the council was always included on committees which dealt with philosophy development, including the important state plan committee. Concerted efforts were made to involve vocational system personnel in local community education projects. These local efforts were closely monitored. Progress reports and promotional materials from both centers and the state advisory council included informational items on these cooperative efforts. Eventually, through this step by step progression, it became apparent that these cooperative efforts would benefit both K-12 and vocational education. It was at this

point that a state level interagency task force was created to formalize these cooperative efforts. The subsequent "Memorandum of Understanding" was the work of a task force appointed in January 1980 by the leaders of the three educational systems. (See Appendix E) This included the State Superintendent of Public Instruction, the President of the University of Wisconsin System and the Director of the State Board for Vocational, Technical and Adult Education. The agreement is clearly in line with the state plan developed through the state advisory council. This level of cooperation or even the agreement itself would have been an impossibility only a few years earlier.

State Association

Another important dimension to statewide development of community education was the recent emergence of a state association for community educators. This new group, formed in July of 1980, potentially adds a strong linkage system throughout the state and fills an advocacy gap which is needed if community education is to grow. Formerly these functions were part of the role of the state advisory council. As efforts grew, particularly at the district level, it became apparent that the advisory council could act in the capacity of a body to communicate and debate, but could not represent the voice of community education. The potential for an increased ripple effect statewide is enhanced greatly by the emergence of this new association.

## B. Role Relationships

The Situation

In Wisconsin, as in most states, there appears to be four general functions attached to effective development of statewide community education.

(1) Establishing a means to provide technical assistance to communities developing community education.

(2) Developing a capacity to disseminate information and promotional materials statewide.

(3) Communicating with key state level agencies and organizations which impact community education development.

(4) Developing a training and inservice capability directed at community education leadership positions in local communities.

Functions of the Two Centers

In Wisconsin, the two centers of community education have, since their inception in 1977, seen these functions as a whole, not as separate parts to be divided between each center. The community education office in the Department of Public Instruction views training and inservice of community education personnel as a vital part of a statewide thrust in community education development. What transpires in Wisconsin is a designation of one center as a lead agency in coordinating a particular function. This coordination allows the university center to assume the role of training/inservice, materials dissemination and promotion. The state department center assumes responsibility for technical assistance and interagency collaboration.

In community education center relationships, it is not division of role which is critical, it is the process by which these functions are coordinated. The processes of center coordination, as related to Wisconsin, include formal linkages and regular communication. Both Wisconsin centers share equally in state level planning. This is facilitated through several avenues.

The Steps

While the State Advisory Council is organized through the State Superintendent of Public Instruction, the university center director acts as a permanent liaison to the council. In addition, the state coordinator and university center director each take a separate staff liaison role with one or two advisory council committees. Fellowship students in community education include, as part of their experience, working with the advisory council and its committees. In turn,

the advisory council sees its role as providing input not only to the state educational agencies but to all phases of state level development of community education.

Center Collaboration

Regardless of the funding source (Mott, Federal, state agency) both centers collaborate on proposal goals and activities. This procedure insures a close communication and discussion of center function and grant activity assignment. Out of this type of collaboration has come a series of joint sponsorships. These include major awareness workshops, community education coordinator inservices, presentations at major conferences and joint sponsorship of all state level materials. The latter includes awareness brochures, slide/tape presentations and all workshop promotions.

The key to developing this close working relationship has been planning. Each summer there are extensive planning meetings held with the centers and advisory council leadership to set major activities for the upcoming year. Numerous other meetings are held depending on the target audience.

An example of this type of planning is the two day "Linkages" Conference held in June of 1981. This conference brought together by invitation the elected heads of twelve state associations which have a relationship to community education development. The conference format had two purposes. The first purpose was to help these leaders feel that they were a part of community education. The second was to seek input on how the two centers and the State Advisory Council could collaborate with them in reaching their members. This initiative resulted in immediate invitations from several associations previously not contracted to cooperate in upcoming activities. These activities varied from membership mailings to presentations at scheduled conferences.

C. Communication and Dissemination

**The Situation**

The close and regular communication between the state level centers has had a positive effect on community education development in Wisconsin. Wisconsin's strategy and planning capability is greater because of the give and take between the two coordinators and their close relationship to the State Advisory Council. Persons in the field have a firm grasp on state level direction. They see both centers listed on all materials. Any presentation by either of the center personnel includes a mention of the other and state level role relationships.

**Common Direction**

Perhaps the most crucial spinoff of this collaboration is a resulting common direction. Whether one talks community education with a local coordinator, school superintendent, State Advisory Council member or one of the center directors, they will find common purpose and statement as to the role and direction of community education, both statewide and locally. The philosophy expressed at the state level is the same that is practiced in local communities. In states which are in the building phase of establishing community education as a credible educational philosophy, this continuity is a must. Building a continuity of philosophy and purpose may be the single most important contribution of state centers for community education.

**The Steps**

**Dissemination of Information**

A critical aspect of statewide development is the dissemination of information. In Wisconsin, the determination was made that the University of Wisconsin-Madison Center would be the primary research and dissemination center. This was a decision based largely on the practicality of day-to-day use of materials with course work, the range of materials which needed to be on hand, and the research capability of the center. As

previously stated, all major written and media products are produced under co-sponsorship of both centers. This co-sponsorship has, in most instances, meant that the products were jointly funded. This high level of cooperation between units in different public agencies has received much notice statewide. This attention builds a credibility which elevates the importance others place on the concept of community education.

Products for Dissemination

The following is a brief listing and description of some of the products developed to date.

(1) Community education television video-tape program, "A Profile of Two Communities" - 1/2 hour, color, professionally produced and narrated. This product was funded from four sources and has been shown on state-wide educational television several times. Copies are available from the centers for use in individual communities.

(2) Resource booklet to accompany the video-tape program. This is a self or group learning tool which is designed to teach about the community education concept. Ideally its best use is in conjunction with the video-tape program.

(3) Community education models booklet. This high quality product highlights six diverse models of community education and analyzes how each developed its community education model.

(4) Community education slide-tape program - 15 minutes, 100 slides, professionally developed and narrated. This is a presentation of varied uses, most often utilized in conjunction with a presentation to a local board of education.

These products were developed with the idea that each would remain useful over a number of years. While the cost was a consideration, the

priority was placed on the quality of the product and its potential impact. The production and distribution of high quality dissemination materials was and continues to be a part of the state level strategy. It is felt a public presentation of community education necessitates attractive, polished material for distribution.

Process Emphasis: Five Components

The Wisconsin effort is centered on five components of community education which parallel those found in other states. These five components are important to the operation of quality community education and form the framework for Wisconsin's community education. Programs may be developed which lack one or more of these components; however, to optimize the concept of community education and be recognized as a model, all of these components must be present.

(1) Citizen Involvement in Community Education
Community education, when properly developed, encourages and enhances the involvement of citizens in a program designed to fulfill the educational needs of the community. Through community education, mechanisms are provided for continued input from a broad cross section of community members. These mechanisms will include the use of a community advisory council consisting of members representative of the various service organizations, churches, private schools, local government units, parks and recreation services, UW, VTAE, or other groups serving people within the boundary of the district.

(2) Needs Assessment and Planning
In order to best meet the educational needs of the community, a process of needs and resource assessment, followed by a planning effort, is required. These activities will result in a written plan, which includes an identification of needs, identification of available resources, and a delineation of prioritized goals and objectives.

(3) Extended Use of Public Education Facilities
A major resource in most Wisconsin communities are the public education facilities. Community education promotes a more efficient use of public education facilities through an extended use of school buildings and equipment.

(4) Interagency Coordination and Cooperation
As Wisconsin has many well developed systems for the delivery of education, community education serves to coordinate the delivery of these services through a process of interagency cooperation. Interagency coordination and cooperation can be enhanced through 1) joint planning, 2) expanded service to communities through existing service systems, and, 3) avoidance of duplication of effort.

(5) Leadership
In order for the concept of community education to develop and grow, the effort of enthusiastic and well-qualified personnel is required. Qualified personnel is described as a person(s) with training in community education, whose primary work assignment is in that area. Commitment of staff time to the furtherance of community education is one means of assuring quality leadership. Further, leadership personnel should have the ability to motivate individuals and groups and should be able to convert community education needs and resources into viable programs.

These components are a central theme in the state plan and are emphasized in all products that are created. This is a further attempt to address the "process" aspects of community education while promoting the idea that community education is a "working" philosophy. This is seen most readily in the "Models Booklet" which describes six local community education models in terms of activities related to each of the five process components. Hopefully, such materials help bridge the gap between philosophy and practice.

## III. LOOKING AHEAD: WHAT WE LEARNED

### A. A Review of Strengths and Problems

The natural tendency is to write as if there were great strides made with a minimum of problems. One of the primary purposes of this booklet has been to present a realistic picture of state level collaboration. In this final section an overview of the strengths and problems encountered will be presented. The focus will be on the process and how these elements interplay at the state level among key agencies already identified.

**Strengths**

The strengths of the Wisconsin model appear to be in four major areas. These are:

(a) The State Advisory Council acting as the central planner.

(b) The extensive planning and collaboration of the two state centers.

(c) The development of a consistent philosophy of community education at the state as well as local level.

(d) The emergence of a possible fourth partner to the state scene, the newly formed Wisconsin Community Education Association.

(See Chart III)

**State Focus**

One of the problems faced in many states is the need to broaden the focus and relevance of community education to other groups, agencies and host agencies which provide the primary support base. In Wisconsin there was the need to avoid the label of community education as a program relevant only to public schools. Much of this problem has been avoided by strengthening the role of the State Advisory Council. This council is the central planning body with cross-agency membership comprised of persons recognized as leaders within their various fields. It has been this leadership element which has enabled community education to be consistent. It has also provided a

Strengths of Collaboration

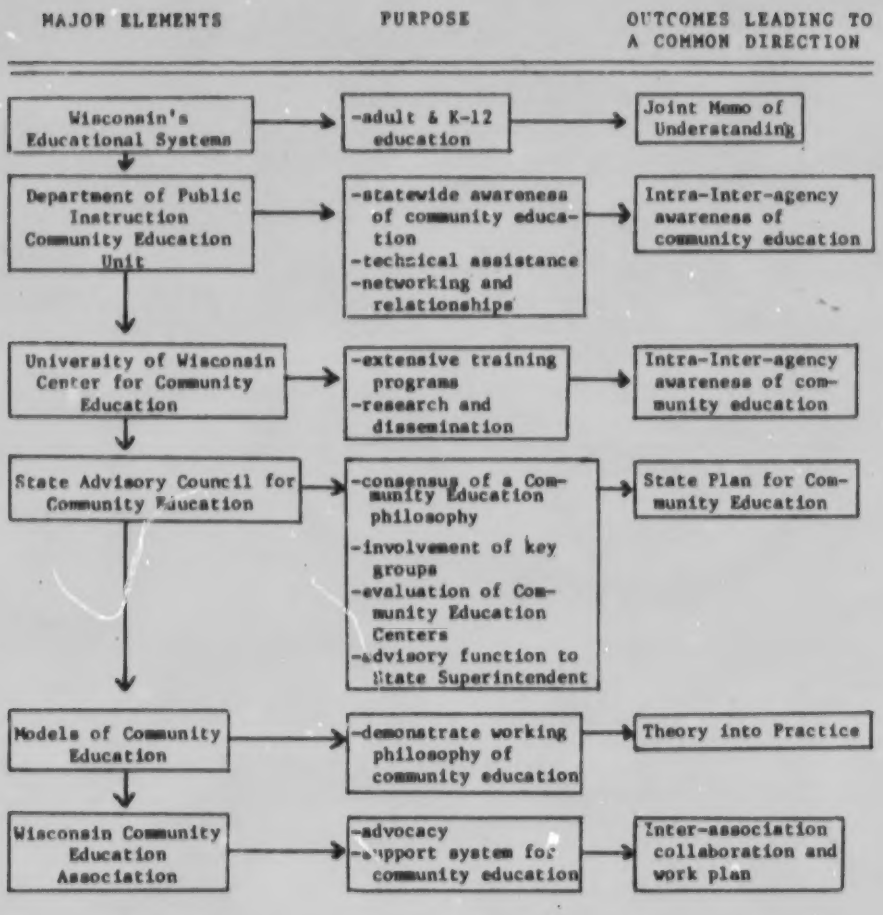
MAJOR ELEMENTS
PURPOSE
OUTCOMES LEADING TO A COMMON DIRECTION
Wisconsin's Educational Systems
-adult & K-12 education
Joint Memo of Understanding
Department of Public Instruction Community Education Unit
-statewide awareness of community education
-technical assistance
-networking and relationships
Intra-Inter-agency awareness of community education
University of Wisconsin Center for Community Education
-extensive training programs
-research and dissemination
Intra-Inter-agency awareness of community education
State Advisory Council for Community Education
-consensus of a Community Education philosophy
-involvement of key groups
-evaluation of Community Education Centers
-advisory function to State Superintendent
State Plan for Community Education
Models of Community Education
-demonstrate working philosophy of community education
Theory into Practice
Wisconsin Community Education Association
-advocacy
-support system for community education
Inter-association collaboration and work plan

CHART III

means of avoiding the label of being a narrow agency program with little relevance beyond the K-12 school.

Council Turnover

A related factor has been the turnover of council membership which is set forth in council bylaws. This turnover process (a staggered three-year term) has both its strengths and weaknesses. The strengths include a stronger ripple effect as new people and agencies are reached. The primary weakness has been the lack of commitment present among new members. This weakness has been lessened with an extensive on-going in-service effort which impacts new members. There is the need, in addition, to provide a communication linkage to past members who are key leaders in promoting and articulating community education. This balance of new and past membership and the need to maintain a consistent direction is delicate. Constant attention must be directed at these elements if any council is to maintain its strengths over a period of years.

WCEA

A new partner to this expanding effort is the emergence of a Wisconsin Community Education Association. This association should fill rapidly an advisory gap which is needed at the state level. This gap is one which cannot be filled by either of the two centers or the State Advisory Council. The leadership of this new association is already being included as an active fourth partner in the state level planning process. Their ability to raise issues, develop positions and mobilize membership will add an important dimension to the ripple effect statewide.

Center Collaboration

Not enough can be said about the strengths provided through the active collaboration of the two Wisconsin centers (DPI and UW). This becomes most apparent in the large amount of state level objectives which are coordinated between the two centers. Both center directors believe strongly in the process orientation of community education. This has led to the development of a planning capability which is centered with the State Advisory Council, but one which spread to initiatives with a variety of other groups. One of the great strengths of community education is

its applicability to all levels. The process used to develop initiatives at the state level, including the State Advisory Council operation, applies to local efforts as well. There is no doubt a broader consistency and opportunity for success is present when both state and local efforts utilize a common planning model. In addition, this modeling approach takes hold when a local unit is aware that the state centers are committed to and are utilizing the same process approach which they promote to local units across the state.

B. A Summary

The time needed to impact a state in community education is measured in years. The Wisconsin experience is still in its infancy. The State Advisory Council and the two centers have been in existence only five years. Most of the local models in Wisconsin have been established only in the past two years. This deliberate yet steady development has resulted in many positives. Perhaps the greatest strength lies in the base of philosophy which has been created from which solid community education efforts can grow. As new efforts are created and as others expand, they do so based on a consistent and well accepted philosophy of community education. This approach has helped insure that regardless of the uniqueness of a given effort that collectively across the state the message is consistent.

APPENDIX A

MEMBERSHIP
STATE ADVISORY COUNCIL FOR COMMUNITY EDUCATION

Membership List
State Advisory Council for Community Education
1981-82

| NAME | ADDRESS/PHONE | AFFILIATION | COMMITTEE ASSIGNMENT* |
|---|---|---|---|
| Gary Coplien | P. O. Drawer 10K<br>Milwaukee, WI 53201<br>(414) 475-8770 | Recreation Division<br>Milwaukee Public Schools | A |
| Robert Curtis | 104 W. Slifer Street<br>Portage, WI 53901<br>(608) 742-2345 | Wisconsin Association of School Boards, Inc. | B |
| Ken Day | 1000 Schofield Avenue<br>Wausau, WI 54401<br>(715) 675-3331 | Vocational, Technical and Adult Education Field Services Council Chairperson | |
| William Decker | 220 West Grand Avenue<br>Beloit, WI 53511<br>(608) 364-6747 | School District Curriculum Director, Career Education | A |
| Deanna Ehmann | 5033 Stonehaven Drive<br>Madison, WI 53716<br>(608) 222-0810 | Teacher, Oregon High School | B |
| James Everts | 240 Schofield Hall<br>University of Wisconsin<br>Eau Claire, WI 54701<br>(715) 836-2510 | Western District Director, UW-Extension | B |
| Thomas Fabian | 3128 S. 12th Street<br>Sheboygan, WI 53081<br>(414) 459-3633 | Association of Wisconsin School Administrators<br>Principal, South High School, Sheboygan | B** |

* A - Policy
B - Legislation
C - Education

** Denotes Committee Chairperson

| NAME | ADDRESS/PHONE | AFFILIATION | COMMITTEE ASSIGNMENT* |
|---|---|---|---|
| Walter Farrell | University of Wisconsin<br>P. O. Box 413<br>Milwaukee, WI 53201<br>(414) 963-5626 | Chairman, Department of Community Education | C |
| Marilyn Hardacre | P. O. Box 727<br>Marshfield, WI 54449<br>(715) 384-2919 | Mayor, Wisconsin League of Municipalities | B |
| Joseph Heller | 400 Wells St.<br>Mission Point Bldg.<br>Marinette, WI 54143 | County Human Services Director<br>Wisconsin Association for Community Human Services | A** |
| John Holdridge | 1900 Polk Street<br>Stevens Point, WI 54481<br>(715) 346-2313 | Stevens Point Area School District | A |
| Dick Klatt | Box 307<br>Balsam Lake, WI 54810<br>(715) 825-3515 | Community Education Coordinator<br>Unity Public Schools | C |
| Clifton Korn | Route 2<br>Hayward, WI 54843<br>(715) 634-8924 | Principal, Lac Courte Oreilles Ojibwa High School | C |
| C.F. LaPointe | 211 S. Main Street<br>P. O. Box 326<br>Prairie du Chien, WI 53821 | Manager, Prairie du Chien Area Chamber of Commerce | |
| George Longo | 6300 Alderson Road<br>Schofield, WI 54476<br>(715) 359-4221 | District Administrator, D. C. Everest Public Schools | A |





* A - Policy
B - Legislation
C - Education

** Denotes Committee Chairperson

| NAME | ADDRESS/PHONE | AFFILIATION | COMMITTEE ASSIGNMENT* |
|---|---|---|---|
| Frederick McCormick | 732 N. Midvale Blvd.<br>Madison, WI 53705<br>(608) 266-6867 | Educational Communications Board | C** |
| Serena Nelson | 1775 - 4th Street<br>Fennimore, WI 53809<br>(608) 822-3393 | Wisconsin Library Association<br>S. W. Library System | C |
| Barbara Reichert | 1 W. Wilson Street<br>P. O. Box 7851<br>Madison, WI 53707<br>(608) 266-7498 | Department of Health & Social Services<br>Division of Community Services<br>Bureau of Aging, Training Coordinator | C |
| Dave Sprehn | Monroe County Courthouse<br>Sparta, WI 54656<br>(608) 269-6718 | Monroe County UW-Extension Community Resource Development | A |
| Vernon Swenson | 4802 Sheboygan Avenue<br>Room 701<br>Madison, WI 53705<br>(608) 266-1286 | State Board for Vocational, Technical and Adult Education | A |
| Kathlyn Thorp | 30 W. Mifflin Street<br>Suite 908<br>Madison, WI 53703<br>(608) 255-6351 | Wisconsin Association for Youth | C |
| Steve Wilcox | 1228 - 10th Street<br>Hudson, WI 54016<br>(715) 386-8801 | Hudson Community Education Advisory Committee Member<br>Local Businessman | |

* A - Policy
B - Legislation
C - Education

** Denotes Committee Chairperson

| NAME | ADDRESS/PHONE | AFFILIATION |
|---|---|---|
| George Kliminski | Education Sciences Bldg.<br>Room 1186-D<br>University of Wisconsin<br>1025 W. Johnson Street<br>Madison, WI 53706<br>(608) 262-3232 | Community Education Training Center Director<br><br>Council Liaison |
| Eric Smith | 125 South Webster Street<br>P. O. Box 7841<br>Madison, WI 53707<br>(608) 266-3569 | Community Education Specialist<br>Department of Public Instruction<br><br>Council Executive |

APPENDIX B

STATE PLAN FOR
COMMUNITY EDUCATION IN WISCONSIN

# STATE PLAN FOR

# COMMUNITY EDUCATION IN WISCONSIN

PREPARED BY THE STATE ADVISORY COUNCIL

FOR COMMUNITY EDUCATION

MAY 1981

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Herbert J. Grover, State Superintendent

## ABSTRACT


### STATE PLAN FOR COMMUNITY EDUCATION

### IN WISCONSIN

This state plan document provides information on several critical factors pertaining to community education. These include the goals of the state plan, the community education concept, the need for community education in Wisconsin, and the historical development of community education in Wisconsin. Important to the local school district and community agencies is the discussion on components of community education, procedures on how to implement and maintain a community education program, the funding of community education programs, and evaluation of programs.

Community education is first and foremost a community effort and community commitment. In implementing and maintaining local efforts, the emphasis should be centered on the uniqueness of each community. While state level resources are available to assist communities in planning and development, the ultimate scope and direction rests upon the interaction within the local community.

The Wisconsin commitment to community education has been a cooperative effort since first introduced in 1975. Active involvement of the three state educational systems through a joint planning committee followed by the creation of a state advisory council for community education in 1977 set the stage for the development of a state plan and a broad based community education movement in the state.

A careful reading of the state plan document will serve as a basis for moving ahead in the development of a local community education program. However, the plan is not intended to provide instruction about community education. If information is needed about the community education concept or how programs may be developed, help can be obtained from the State Consultant for Community Education, GEF III, 125 South Webster Street, P. O. Box 7841, Madison, WI 53707 or from the Community Education Training Center at the University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706.

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## STATE PLAN FOR COMMUNITY EDUCATION IN WISCONSIN

### PART I GOAL OF THE STATE PLAN

Community education encourages the use of the local school as a catalyst for bringing community resources to bear on community needs or problems. Through a community education program various organizations, agencies, and individual citizens may be involved with decisions about educational roles, responsibilities, and programs relevant to people's problems and needs. The goal of the Wisconsin State Plan for Community Education is to provide a framework within which Wisconsin communities can implement the community school concept in the most effective and efficient manner.

This state plan defines community education and describes the unique role of public schools in the community education process. The plan also describes the relationship of community education to Wisconsin communities within the context of the total educational and service structure of Wisconsin. The plan sets forth a number of components for a local community education program and offers a guideline for the effective development of community education.

The plan recognizes that there may be various facilitators of community education but emphasizes the traditional key role of the public schools. The major reasons for this key role position are that public schools are generally a community's largest tax supported investment, the school facilities and educational resources are in close proximity to people of all ages, and the schools are able to provide a local focus for citizen needs and the community resources which might meet these needs. The plan also recognizes and supports the historical and legislated missions of the University of Wisconsin System (UW) and the Wisconsin Vocational, Technical and Adult Education System (VTAE). The UW and VTAE systems are recognized as lead agencies in the development of adult education programming and UW Extension as the lead agency in general community development activities.

## PART II THE COMMUNITY EDUCATION CONCEPT

The Community Education concept, as it has developed in the United States, is closely linked to the public K-12 school and its role in the educational life of a community. Public schools have a unique status which enables schools to assist and help extend the programs and services of a wide variety of organizations and institutions seeking to enhance community life. Activities which improve community life and help build a sense of unity will have a positive effect on the educational programs of schools.

### A. The Concept

Community Education is a concept which has received considerable attention from various sectors of society. This attention results from a need for comprehensive, coordinated development of educational services to all segments of a community. The process of community education promotes an awareness that progressive communities result from a coordination of resources, including the direct delivery of educational services to community members through existing educational service agencies.

Community education recognizes that education is a life-long process which is not limited to formal instruction but involves all life experiences. Life-long involvement in education becomes increasingly important as changes in technology and lifestyles demand continuous updating of knowledge, skills, and interests. Community education further recognizes that a democratic process is the most effective means for improving the well-being of persons within the community as well as the community itself. This process focuses on all institutions, agencies, and organizations which serve the community. It is recognized that no single institution is capable of providing "community education", but that the community school, as a catalytic agent, serves to help coordinate the efforts of all that can contribute to the total program. The community education concept includes coordinating and sharing resources, citizen participation, life-long learning, and a community school partnership.

Coordinating and sharing resources among various agencies and groups in the community is efficient, avoids duplication of effort, and helps insure that needed services are delivered where needed. Citizen participation is an important element in needs assessment, goal prioritizing, program implementation and in program evaluation. More than ever before, people recognize that learning takes place in various settings throughout a lifetime. The need exists for social, educational, recreational, and cultural programs to be made available to all age groups in a community. The community's schools offer a key resource toward the development of the community education concept, both in terms of major facilities in all geographic areas of the community and in terms of the expertise which can be mobilized to assist in community problem solving.

B. Definition of Terms

Community - a group of people in a definable geographic area who share common interests such as ideas, social customs, governmental structures, or economic interests and resources.

Community Agencies - non-profit organizations which serve the community at large (42. U.S.C. Sec. 2000d).

Community education - a philosophical concept which serves the entire community by providing for the social, educational, recreational, and cultural needs of its community members. It utilizes the local school or some other agency to serve as a catalyst to bring appropriate resources to bear on community problems in an effort to develop a positive sense of community, improve community living and develop community processes toward the end of self-actualization.

Community Education Coordinator - a qualified person whose primary function is to work closely with the community and schools in identifying needs, generating and coordinating activities, programs, and services in cooperation with related community agencies and organizations.

Community Education Training Center - an institution of higher education which provides programs to train persons at the (undergraduate) levels to plan and operate community education programs.

Community School Programs - the local school which provides a facility for total community use by citizens of all ages in the community, including but not limited to: 1) regular educational programs for school age children; 2) expanded and enriched, year-round programs for youth; 3) educational, recreational, cultural, and social programs for pre-school age, adult, and senior members of the community; 4) procedures that encourage involvement of the community solving its own problems and in improving the quality of life with the community; 5) providing initiative and leadership in the delivery and coordination of community programs and services. Community schools work cooperatively with all agencies, organizations, and institutions that serve the community to promote and strengthen their services and programs, and to help them to be more responsive to community needs.

Local Community Education Advisory Council - a citizen advisory group whose membership should represent a cross-section of the community (age, sex, ethnic group) and will include appropriate input on the part of local government, churches, private schools, vocational-technical schools, and colleges. Through the council and community education coordinator, people of the community are involved in identifying and assessing community needs, interests, and concerns, determining what community resources are available and how they can be marshalled to meet needs, evaluating the results of the community programs and services, and making recommendations to policy making bodies.

Public Schools - Public elementary, middle, and high schools (K-12).

Public School Board - the elected board vested with the responsibility for the possession, care, control, and management of the property and affairs of public elementary and secondary schools.

Qualified Public Agencies - units of government which possess the potential for providing leadership in the establishment and continuation of a community education effort. With concurrence of local public School Board, such agencies may submit a funding proposal request which meets the funding guidelines set forth in the state plan.

State Community Education Advisory Council - an advisory council established for the purpose of furthering community education in local communities throughout the state made up of persons who broadly represent government, professionals and other key groups most closely associated with community education activities and purposes. Representatives from Wisconsin post secondary systems (VTAE & UW) will also be represented.

State Coordinator for Community Education - The individual within the Wisconsin Department of Public Instruction who is responsible for providing coordination and technical assistance in the development of community education.

## PART III THE NEED FOR COMMUNITY EDUCATION IN WISCONSIN

Wisconsin has been and continues to be a leader as a state which provides a high quality of life for the citizens within its boundaries. However, because of the changing nature of communities and the people within those communities there is a need to re-examine how services are planned, organized, implemented and evaluated.

Statistics indicate that our population is growing older. Institutions which have had clearly defined roles are finding that their missions are becoming more complex. Institutions and agencies are not always able to deliver a service which relates to people's problems with their own resources. Public school enrollments are declining and adult enrollments are climbing. As communities become more diverse, different values emerge with demands for different services. As the complexities increase, we also find a decrease in the amount of input citizens have in defining problems and attempting to define solutions. In light of the above, many communities look toward the Community Education concept as a means of addressing some of the following needs:

A need to provide educational, recreational, social and cultural programs to people of all ages near the place that they live.

A need to make more efficient use of school and other community facilities.

A need in communities to create a mechanism to allow and encourage citizen participation in defining their needs and developing programs to meet those needs.

A need to develop a collaborative approach to utilizing community resources to meet community needs. Agencies working together are much more effective than agencies working alone.

A need to build a stronger base of support for education in general and K-12 education in particular.

A need to improve education by developing a three-way partnership between the home, the school and the community.

A need to develop credibility and trust between people who live in communities and agencies that serve communities.

A need to improve the quality of life in communities and the attendant need of developing local leadership to work toward that goal.

These are among the many reasons that schools and communities across the state are adopting the concept of Community Education. Communities are finding that these needs can be addressed through the involvement of people, the cooperation of agencies, and the leadership of public schools.

## PART IV WISCONSIN EDUCATIONAL SERVICES

Wisconsin has been and continues to be a leader in the development of expanded educational opportunities. Many state and local agencies provide a broad range of educational services, both formal and non-formal. A historical perspective on a few of these agencies would certainly include the vital educational services provided through public libraries, private organizations (YWCA, YMCA), churches, county government, recreation programs, and many labor, civic, and business organizations. While not termed community education, these services are part of a community partnership which, when working together, strengthen each to the benefit of the total community. As a complement to these many services, Wisconsin boasts a number of highly developed educational delivery systems, including the University of Wisconsin System, the Vocational, Technical and Adult Education System, the Department of Public Instruction (public schools), as well as the Educational Communications Board, private schools, various governmental units, and many groups and institutions in the private sector. Each system has a unique role in Wisconsin and together a commitment to serve a broad range of needs in local communities.

### A. The Wisconsin Department of Public Instruction

Wisconsin was one of the first states which recognized the need for an expanded educational purpose through public schools. Legislation in 1911 created the Wisconsin Enabling Act which made it possible for school boards in cities to make school facilities available to all citizens. While not receiving the broad publicity of the Flint, Michigan Model, the lighted schoolhouse concept in Wisconsin public schools has been operating in several Wisconsin districts for many years. The use of school buildings for other

than K-12 students, the development of comprehensive adult education programs, and the concept of extended use of school resources, are not new ideas in Wisconsin.

The Department of Public Instruction works closely with local school districts in carrying out its responsibilities through a variety of programs and services designed to provide professional consultation and supervision in all areas of the educational program. These responsibilities include the organization and management of the schools; improvement, through continuing research and development, of school curriculums and operations; distribution of state funds to supplement local tax resources to assure all children of as equal educational opportunities as possible; to assist handicapped children to receive adequate educational opportunities, to provide guidance and counseling services to all children; to develop school and public library services and resources; and to coordinate and supervise the use of various federal aids.

Extended use of public school facilities is provided for in Wisconsin statutes 120.13 (17-21), 120.61 (1-7), 120.10 (11), and 66.527. These statutes provide for public use of school buildings at the control and discretion of the local board of education. Included are a broad range of activities such as lectures, entertainments, public meetings, civic, social and recreational activities, and educational activities for adults.

These activities can take place "if such use does not interfere with the prime use of the school property". In addition, the school board may "purchase books, stationery charts and other things necessary to conduct such lectures and may designate a person to manage such lectures".

A second area of extended use is through school involvement in recreation activities. Statutes allow schools to "establish, operate and maintain a department of recreation". There is, in addition, a method by which a local

tax levy can be provided for operation of recreational services. Many school districts currently make use of this tax levy.

B. The Wisconsin Vocational, Technical, and Adult Education System

The Board of Vocational, Technical, and Adult Education has responsibility for all post high school vocational and technical education. Through the numerous technical institutes located throughout the state, the V.T.A.E. Board initiates many types of adult education opportunities both of a continuing education and leisure interest nature. Each area institute has community/field service personnel working to extend adult education opportunities.

The specific mission, as presented in Chapter 38 of Wisconsin Statutes, states: The board shall be responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientations below the baccalaureate level, including terminal associate degrees, training of apprentices and adult education below the professional level.

The Board of Vocational, Technical, and Adult Education establishes policy for the direction of vocational, technical and adult education programs of the state. Through control of federal and state aids, the agency supervises curriculum standards and personnel qualifications for offerings in post high school vocational and technical education and adult education including adult basic, manpower training, job skill improvement, apprenticeship-related training, collegiate transfer, continuation programs, and a number of allied educational activities.

Local Vocational, Technical and Adult Education Districts, through their field service and outreach staff, provide a wide range of educational and service programs to the adults of communities within their district. They presently and traditionally utilize public elementary and secondary school

facilities for extending adult education. Where communities and K-12 school districts have adopted the Community Education concept, adult services from the VTAE school have expanded significantly.

C. The University of Wisconsin System

The University system, as of 1971, became one of the few in the United States to have a unified system of high education. Under this merged system are 13 four-year universities, 14 two-year institutions, and the University of Wisconsin-Extension. The University of Wisconsin System has a broad leadership responsibility and involvement in continuing education outreach programs throughout the state.

The University of Wisconsin-Extension has the System responsibility to provide overall leadership in coordinating the development and delivery of outreach programs. It works closely with the Universities and Centers to set program priorities, allocate public outreach funds, and evaluate program performance. The essence of the University's role related to community education is found in the following:

> The University of Wisconsin Mission
> Chapter 36, Wisconsin Statutes, January 1974, states:
>
> "The mission of this System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth."
>
> The University of Wisconsin-Extension Mission
> Chapter 36, Wisconsin Statutes, January 1974, states:
>
> "The core mission of University of Wisconsin-Extension is to provide, jointly with campuses and centers, a program of outreach designed to bring University of Wisconsin System resources to bear upon the needs and problems confronting the people and institutions of the state and to coordinate this statewide program. Working directly with individuals

and community groups, University of Wisconsin-Extension extends continuing education opportunities and campus-based degree credit through a variety of methods and media. It develops, organizes, and imparts knowledge and skills needed by the general public and by such special areas as business, labor, agriculture, government, and the professions."

University Extension Work With Counties
Wisconsin Statutes 59.87, 1914, states:

59.87 University Extension work. (1) CREATION. Any county board, in accordance with this section, may establish and maintain an educational program in cooperation with the University of Wisconsin, referred to in this section as "University Extension Program".

D. Interagency Agreement

A state level interagency committee on Community Education has been designated by the respective heads of the Department of Public Instruction, University of Wisconsin System, and Vocational, Technical and Adult Education System for purposes of: (1) establishing communication mechanisms; (2) avoiding duplication of effort; and (3) helping to resolve interagency role conflicts should they arise. Concerns and appeals will be addressed to this committee. If not resolved at this level, appeals will be referred to the heads of the three agencies for resolution.

E. Related Community Educational Services

Many educational services are provided by state and local agencies that are not a part of a state educational delivery system. Many basic services in a community or regional area are developed through governmental units. These services include such things as basic health, sanitation, human "social" services, job services, area councils on aging, and public health. Services that typically work closely with community education include parks and recreation, libraries, museums, mental health, and other social service agencies.

PART V HISTORICAL DEVELOPMENT OF COMMUNITY EDUCATION IN WISCONSIN

While the focus and developmental history of community education in Wisconsin is new at the state level, community education comes as a partner to a sophisticated and historically progressive system of education.

A. Background

Many elements of community education have been present in Wisconsin communities for many years prior to the formal state level involvement that began in 1975. Since 1911, Wisconsin law has allowed public schools to extend their facilities to the community under the direction of the local Board of Education. This is included under Wisconsin Statutes which allow school facilities to be used for educational civic, social, recreational activities for all community residents under the direction of the local school board. It is noteworthy that two of the innovators of the widely known Flint, Michigan community education effort, C. S. Mott and Frank Manley, visited Milwaukee in 1935 to gather ideas for Flint. Dorothy Enderis, Wisconsin's lady of the lighted schoolhouse, is known nationally for her role in the historical development of community education.

There are many practices in Wisconsin which are contributing, in part, to the development of community education. Wisconsin Statutes allow local school districts to levy local monies which could be used for community education operations. Another is the large extent to which cooperation has developed over the years between vocational/technical schools and local public schools in the delivery of adult education services. Throughout the state many districts engage in a variety of activities which utilize community volunteers, serve older persons and in general try to open communication with all residents in the community.

A very large and important group of educational providers are those that provide non-tax supported services. These services are often developed out of needs which citizens feel are crucial and should be supported within the community. Such groups would include labor organizations, business groups, YMCA/YWCA, scouts, churches, private schools, theatre arts, cultural organizations, and community activities such as those provided through the United Fund.

State level commitment to community education has been a cooperative effort since its first introduction in 1975. Through the active involvement of the three state educational systems, much has been accomplished in state level development. A tentative state plan was developed (1975), a state coordinator for community education employed in the Department of Public Instruction (1977), a community education training center created at the University of Wisconsin-Madison (1977), and a state advisory council for community education was appointed and had its initial meeting on June 23, 1977.

There are several communities in Wisconsin which have developed strong, comprehensive models of community education. These and other emerging efforts are providing communities throughout the State of Wisconsin an excellent representation of what community education can accomplish.

B. State Coordinator for Community Education

The state coordinator functions as a permanent employee of the Department of Public Instruction. The broad responsibilities of the coordinator include: providing developmental and technical assistance to communities, sponsoring educational programs, coordinating with various agencies, and providing leadership in establishing a common statewide direction for the development of community education.

The state coordinator's office is housed in the Instructional Services Division of the Department of Public Instruction. Decisions on the disposition of proposals and recommendations from this office rest with the State Superintendent of Public Instruction. Funds for operating this office have come primarily through the federal community schools act. Some additional assistance has been provided through the C. S. Mott Foundation.

C. State Advisory Council for Community Education

The state advisory council serves in an advisory capacity to the State Coordinator and State Superintendent of Public Instruction on matters relating to community education. The council advises and assists in the development and

implementation of the Wisconsin Plan for Community Education. It facilitates communication between state and local agencies and organizations and the public with respect to the objectives of community education.

Special council goals include:

1. Making recommendations to the State Superintendent's office on matters critical to DPI community education operations, and to statewide efforts.
2. Planning for communication across agency lines to increase the mutual awareness and understanding of agency goals.
3. Development and dissemination of statewide materials and media presentations;
4. Development of key documents including a state plan, funding guidelines, and legislative proposals.
5. Reviewing activities and proposals of the state coordinator's office.
6. Assessing the need and the development of community education across the State of Wisconsin.
7. Evaluation of both the state and university community education centers.

The advisory council is a 25-member body which meets four times yearly. Members are appointed by the State Superintendent through recommendations submitted by groups and organizations. The council is designed to be broadly representative of the entire state including lay and agency representatives. The state coordinator serves as executive secretary of the council. The advisory council functions as a working council through its designated committees. Council procedures are covered under council-developed bylaws.

D. State Training Center for Community Education

This center is housed at the University of Wisconsin-Madison in the Department of Educational Administration. Headed by a community education specialist as a joint appointment through the Departments of Educational Administration and Continuing and Vocational Education, this specialist initiates activities related to the following goals:

-to disseminate information about the community education concept in the University of Wisconsin-System and assist in its dissemination throughout the entire State of Wisconsin. This information function includes acquiring and structuring of information through various collection, research, evaluation, and organization processes;

-to assist in the implementation of community education related programs and processes in local communities, at institutions of higher education, and at state, regional, and national leadership levels;

-to provide training opportunities in community education.

## PART VI COMPONENTS OF COMMUNITY EDUCATION

The concept of community education embraces five major functions known as the components of community education. These five components are important to the operation of quality community education and form the framework for Wisconsin's community education. Programs may be developed which lack one or more of these components; however, to optimize the concept of community education all of these components must be present.

### A. Citizen Involvement in Community Education

Community education, when properly developed, encourages and enhances the involvement of citizens in a program designed to fulfill the educational needs of the community. Through community education, mechanisms are provided for continued input from a broad cross section of community members. These mechanisms will include the use of a community advisory council consisting of members representative of the various service organizations, churches, private schools, local government units, parks and recreation services, UW, VTAE, or other groups serving people within the boundary of the district.

### B. Needs Assessment and Planning

In order to best meet the educational needs of the community, a process of needs and resource assessment, followed by a planning effort, is required. These activities will result in a written plan, which includes an identification of needs, identification of available resources, and a delineation of prioritized goals and objectives.

### C. Extended Use of Public Education Facilities

A major resource in most Wisconsin communities is the public education facilities. Community education promotes a more efficient use of public education facilities through an extended use of school buildings and equipment.

### D. Interagency Coordination and Cooperation

As Wisconsin has many well developed systems for the delivery of education, community education serves to coordinate the delivery of these services through

a process of interagency cooperation. Interagency coordination and cooperation can be enhanced through 1) joint planning, 2) expanded service to communities through existing service systems, and 3) avoidance of duplication of effort.

E. Leadership

In order for the concept of community education to develop and grow, the effort of enthusiastic and well-qualified personnel is required. Qualified personnel is described as a person(s) with training in community education, whose primary work assignment is in that area. Commitment of staff time to the furtherance of community education is one means of assuring quality leadership. Further, leadership personnel should have the ability to motivate individuals and groups and should be able to convert community education needs and resources into viable programs.

These five components should be clearly described and their interrelationships explained in a written document covering the administrative structure of the local community education program. Good program organization and good program management give assurance for a cost efficient and comprehensive program.

PART VII HOW TO IMPLEMENT A COMMUNITY EDUCATION PROGRAM

The process for development of community education will vary from community to community. The following are suggested steps for implementing successful community education efforts:

A. Meet with the school board and/or district administrator to inform them about the goals and objectives of community education and to secure their approval to form a steering committee representative of the schools, local agencies and governmental units.

B. Appointment of a school-community steering committee by the school board and/or district administrator. The steering committee shall represent a cross-section of the community and consist of 10-15 members.

C. Development of a community education plan of action by the steering committee:

1. Initiate a timeline and a charge for reporting back to Board of Education and supporting agencies.

2. Obtain assistance from Department of Public Instruction and/or University of Wisconsin-Madison to provide inservice for the steering committee on the concepts of community education.

3. Disseminate concepts of community education to community groups.

4. Conduct a needs assessment, inform various publics about community education, obtain their opinions concerning local goals and objectives of community education, and secure their support for developing a community education program through cooperative efforts.

5. Development of a written plan of action including the following components:

5.1 Report results of needs assessment to the advisory committee and secure their support for implementation of a community education program.

5.2 Develop criteria for the obtaining and training of community education personnel.

5.3 Obtain interagency cooperation to ensure the identification and maximum use of community resources.

5.4 Develop preliminary program goals and objectives with results obtained from local needs assessment.

5.5 Develop a facilities usage policy in cooperation with school board.

5.6 Provide evidence the local money, staff and facilities are available to operate the community education program.

5.7 Develop criteria for and actual selection of a permanent advisory council.

5.8 Develop an ongoing needs assessment and community analysis program.

D. Develop processes for preparing and submitting an annual budget providing for the directing, controlling and accounting for all community education project expenditures, revenues, and fiscal operations.

E. Substantiation of the school board's adoption of a formal resolution to implement community education.

F. Appointment of a permanent advisory committee and ad hoc committees as appropriate.

G. Implementation of written plan of action.

H. Employment of a qualified Community Education Coordinator, preferably on a full time basis, to administer the program.

PART VIII FUNDING COMMUNITY EDUCATION PROGRAMS

A. Primary Funding Options for Community Education Efforts

Most community education efforts in Wisconsin have been and will no doubt continue to be funded primarily from sources within the community. The strongest community education efforts result when in a partnership of resources, the educational sector, business and industry, churches, social organizations, private groups and individuals, and local governmental units enter into a joint effort to support community education. State and federal funds should be viewed as aids to promulgate local efforts.

B. Supplemental Funding Options

1. Federal

Monies are available from the federal government for development of community education at both the state and local levels. The stated purpose of these funds is to encourage and assist:

1.1 Public schools to involve the people of the community in programs designed to meet their educational, recreational, and cultural needs;

1.2 A more efficient use of public education facilities through extending the times during which and purposes for which school buildings and equipment are used: and;

1.3 Public schools in cooperation with other community groups and resources, to establish community education programs as centers for educational, recreational, cultural, and other related community activities and services in accordance with the needs, interests, and concerns of the community.

Information on these funds can be obtained through the Office of Community Education (U.S. Office of Education) or through the state coordinator in the Department of Public Instruction.

2. State

Community education efforts are funded primarily from a partnership of resources, not only from the educational sector, but from business, industry, churches, private groups, interested individuals, local government units, and

ther community organizations. State funds shall be viewed as aids to promulgate local efforts and shall only be used for:

2.1 The training of community education coordinators.

2.2 Salaries for community education coordinators.

2.3 State level administrative expenditures.

2.4 Other purposes as established by state legislation.

Each local school district, singly or in concert with other qualified public agencies shall be eligible for state reimbursement according to the level approved by the state legislature and in accordance with its approved community education plan.

B. Funding Guidelines for State Community Education Assistance Grants

1. Who is Eligible?

As the concept of community education is developed in Wisconsin, there may be funds available from a state or federal level, or from private foundation sources for purposes of supporting the development of local community education coordination efforts. These funds will be administered by the Community Education Office of the Department of Public Instruction and distributed to public school districts who in turn may transfer these funds to other qualified public agencies according to the approved community education plan.

Available monies will be awarded to assist in 1) the establishment of a local community education effort, and 2) the extension or maintenance of community education effort. The Community Education Office of the Department of Public Instruction requires that selection of applicants to receive monies be based on evidence provided in a formal proposal. Guidelines for formal proposals may be obtained from the State Department of Public Instruction.

2. How to Apply?

It is recommended that interested persons send a preliminary letter of intent to the Community Education Consultant, Department of Public Instruction. This will assure that current information and technical assistance on community education will be made available. Formal written proposals will necessarily need

to be submitted in order that an organization will be considered for funding. The proposal should provide evidence of the applicant's desire and capacity to conduct an exemplary community education program. Although no specific format is required for proposals, each proposal should address the content contained in the following outline.

3. Funding Periods

The purpose of distributing grant funds is to 1) initiate the establishment of community education and 2) extend or maintain successful community education efforts. Grants will be distributed in a way which best serves to accomplish these objectives.

Initial applications will be reviewed by a reading committee of the State Community Education Advisory Council, and be recommended to the Department of Public Instruction for approval as three year projects. Upon receiving three year approval, all on-going programs will be reviewed annually by the Department of Public Instruction Community Education Coordinator with the assistance of members of the State Advisory Council. Based upon evidence of successful operation, program funding will be continued on an annual basis.

4. Funded Efforts

Proposals submitted for community education assistance grants will be read and ranked by a committee of three readers. The committee members will be selected from the State Advisory Council by the Chairperson of the State Advisory Council for Community Education. After a review of each of the proposals, the readers will agree on a priority listing and submit their recommendations for funding to the State Superintendent, Department of Public Instruction.

5. Criteria For Selection

The following procedures will be used in determining a priority ranking for proposals submitted:

5.1 Does the proposal contain the information requested in the guidelines for community education program assistance grants?

5.2 Does the proposal provide adequate provision for each of the following:

5.21 Extended use of school and community facilities at no charge to the user?

5.22 Public involvement, including local advisory committee?

5.23 Qualified community education coordinator?

5.24 Interagency agreement and cooperation?

5.25 Needs assessment and planning?

5.3 Does the proposal provide for a potential exemplary model of community education?

6. Contractual Stipulations

In addition to the foregoing, there are certain contractual stipulations which are required in the awarding of a grant. These stipulations include the following:

6.1 The duration of grant awards will be consistant with stipulations identified in the FUNDING PERIODS SECTION of this document.

6.2 Grantees will be required to submit an annual report (financial and narrative) to the Community Education Coordinator in the Department of Public Instruction.

6.3 Additional grant stipulations and requirements may be established to conform with requirements set forth by other than Department of Public Instruction funding sources.

6.4 Grantees must demonstrate a commitment to continue programs after assistance from the Department has terminated.

6.5 Periodic evaluation of local efforts, to include a possible team evaluation approach, will be an expected activity of grantees or grantors.

6.6 Grantees are expected to maintain a commitment to a community education coordinator and staff inservice effort, including appropriate opportunities coordinated through the Department of Public Instruction.

6.7 When Foundation Funds are used, grantees must conform with Federal regulations as stipulated by the Tax Reform Act of 1969.

D. Recommended Contents of a Community Education Assistance Grant Proposal

1. Abstract of the proposal.

2. Background information about the community.

   2.1 A brief history.

   2.2 Geographic characteristics (to include map).

   2.3 Demographic characteristics.

   2.4 Economic characteristics, base and trends.

   2.5 Significant social characteristics.

3. Background information about the applying agency and the public school district.

   3.1 A brief history

      3.11 Public School District.

      3.12 Applicant if other than school district.

   3.2 Geographic characteristics.

   3.3 Demographic characteristics.

   3.4 A description of existing facilities

      3.41 Community facilities.

      3.42 School facilities.

   3.5 Current innovative efforts and problems.

   3.6 History of public support.

   3.7 Reasons for the applicant's interest in Community Education.

   3.8 A description of existing relevant programs (resources).

      3.81 Community.

      3.82 School.

      3.83 Personnel.

4. Evidence of local commitment to the implementation of community education.

   4.1 Evidence that applying agency, district staff (instructional, administrative, classified) and representatives of the community-at-large are aware of the basic principles of Community Education.

   4.2 Substantiation of the school board's adoption of a formal resolution to implement or extend community education, with copy or quotation from the Board minutes with date(s).

   4.3 An indication of the willingness of the applying agency to employ a trained Community Education Coordinator, preferably on a full-time basis, to administer an effective program.

   4.4 An indication of the applicant's ability to serve as an exemplary center and to promote the growth of the Community Education philosophy.

   4.5 Evidence that local money, staff and facilities are available to operate the program.

5. Evidence of local planning.

   5.1 A listing of the major objectives of the proposed Community Education effort, along with evidence that the proposed objectives are based on community needs.

   5.2 A description of the procedures and timeline for carrying out the proposed program, including a specific date for beginning the program.

   5.3 Evidence of the applicant's intent and ability to perpetuate Community Education when grant assistance has been withdrawn.

   5.4 Plans for the involvement of community members and other governmental and social agencies as well as the private sector. This should include plans for interaction with the community through a citizen's advisory council.

   5.5 A plan delineating program responsibilities among public educational agencies and other service providers in the community. This plan will contain the agreement as to which agencies will engage in programmatic activities.

   5.6 The projected method of program evaluation which involves citizens.

6. A projected three-year budget which identifies a plan for phase-in of local support.

   6.1 Budget to include salary of director or coordinator.

   6.2 Inservice education of director or coordinator.

   6.3 Inservice education of local advisory council.

7. Any other information which might enhance the consideration of the proposal.

## E. Evaluation of Grant Proposal

A total of 130 points will be assigned by the readers in their evaluation of each proposal. The items and their weight in the quantitative evaluation will be as follows:

| | | |
|---|---|---|
| (10 points) | (1) | Project summary - abstract of proposed program. |
| (10 points) | (2) | Background information about the community. |
| (10 points) | (3) | Background information about the applying agency. |
| (20 points) | (4) | Evidence of local commitment to a community education program. |
| (40 points) | (5) | Evidence of local planning and adequacy of proposed program in terms of the five components set forth in (2) (a) through (e). |
| (10 points) | (6) | Method of program evaluation. |
| (10 points) | (7) | Three-year budget and financial projections. |
| (10 points) | (8) | Signatures(s) of authorized official(s) agreeing to the contract stipulations as set forth in the guidelines for community education assistance grants. |
| (10 points) | (9) | Potential of the proposed program for serving as an exemplary model of community education. |

Reader evaluations and comments will be made on each proposal for each criterion. These review comments will be available upon request to those who have submitted a proposal. The Department of Public Instruction has no obligation to make awards to the extent of funds available.

## PART IX EVALUATION OF COMMUNITY EDUCATION

The primary purpose of the State of Wisconsin Community Education Plan is to explain how community education will operate in Wisconsin and to reflect the potential of community education as related to the current needs of Wisconsin residents. The state plan should be viewed as a document providing a framework around which new trends and ideas can relate. As a part of a continual revision process, a committee of the State Advisory Council shall be appointed by the chairman to define and recommend to the full advisory council any proposed revision(s) of the state plan. This committee shall judge the relevance of the information contained in the state plan and the effectiveness with which the plan is being carried out statewide.

The State Coordinator of Community Education shall provide the State Advisory Council with an annual update on community education in the State of Wisconsin. This update shall be given at the May meeting.

The State Coordinator of Community Education shall annually prepare recommended goals for the State Advisory Council. The goals shall provide a way to monitor progress made in carrying out the planned activities of the State Advisory Council.

The chairman of the State Advisory Council for Community Education shall appoint a committee to annually review the Community Education Training Center at the University of Wisconsin-Madison and the Community Education Unit in the Department of Public Instruction. This review shall be reported to the State Advisory Council at its May meeting.

APPENDIX C

BYLAWS
STATE ADVISORY COUNCIL
FOR COMMUNITY EDUCATION

BYLAWS

STATE ADVISORY COUNCIL

FOR COMMUNITY EDUCATION

MISSION

The State Advisory Council for Community Education is a body initiated in June, 1977, to provide direction and definition to development of community education in Wisconsin. The council serves in an advisory capacity to the State Superintendent of Public Instruction and to the Department's community education unit. Council goals, as outlined by the State Superintendent in June, 1977, include:

(a) Making recommendations to the Superintendent's office on matters critical to Department community education operations and to statewide efforts.

(b) Communicating across agency lines to increase the mutual awareness and understanding of agency goals.

(c) Reviewing activities and proposals of the state coordinator's unit.

(d) Reviewing and recommending for adoption a state plan for community education.

(e) Assessing and promoting the need for development of community education across Wisconsin.

(f) Assisting and reviewing activities of the state centers for community education (Department of Public Instruction and UW - Madison).

ORGANIZATIONAL STRUCTURE

The council leadership shall consist of two elected officers, (a) council chairperson and (b) chairperson elect.

(a) Duties of council chairperson

- will preside over meetings of the full council
- will plan, along with Department and UW Center liaisons, meeting agendas
- will meet periodically with council liaisons, chairperson-elect, committee chairpersons and other appropriate persons to plan and evaluate council progress

(b) Duties of council chairperson-elect

- will preside at council functions in the absence of the chairperson
- will serve as council secretary in coordination with council executive secretary (D.P.I.).

The council chairperson and chairperson-elect shall each serve one year in that post.

The chairperson-elect will serve as council chairperson the year following his/her term as chairperson-elect.

The chairperson-elect will be elected through council vote at the initial council meeting of the year.

The council chairperson will continue to serve as a council member one year beyond his/her term as chairperson.

MEETINGS AND CONDUCT OF BUSINESS

When possible and feasible, there will be four meetings of the full council per year (July to June) with locations and times to be set by council chairperson with advice from council liaisons, committee leads and chairperson-elect. When possible, council meetings will be arranged at various locations throughout the state. Decisions will be based on previous locations, special projects, convenience and adequate facilities.

Meeting dates and times, whenever possible, will be planned on a yearly basis

Special meetings, if needed, will be called by the council chairperson

The council may direct the chairperson to call an ad hoc executive committee together for special purposes

Council business will be conducted through a quorum of 60% of the current council membership present

With a quorum present, a 50% majority constitutes the number needed to act

Each operating year of the council shall begin July 1 and end June 30.

## COUNCIL MEMBERSHIP

The standard term of membership on the council will be three years. Individual terms may vary in periods of transition and at State Superintendent's determination. Each member will serve one consecutive term only, unless otherwise determined by the State Superintendent.

The basic operation and activity of the council will take place through its committees. As such, each council member will be appointed to a committee as part of council work.

Members not attending meetings on a regular basis may be subject to removal from the council.

The State Superintendent, through its community education unit, will provide for member selections with appropriate input from the council. The council is designed to be broadly representative of the entire state including both lay and agency representatives.

## COMMITTEE STRUCTURE

The major work of the council will take place through its committees. Committees and committee chairpersons will be appointed, adjusted and periodically changed through the council chairperson with advice and consent of the council.

Committee organization should be arranged at or prior to the initial meeting of the year.

There will be an annual review of committee missions, work and structure.

## COUNCIL LIAISONS

The primary staff assistance and liaison to council activities will be through

(a) The Community Education Specialist in the Department of Public Instruction and

(b) the Community Education Specialist at the UW-Madison Community Education Center.

These two state centers were established in 1977 to provide:

- technical assistance to communities seeking to implement community education

- training and workshop opportunities for persons involved in or providing leadership for community education efforts

- coordination/collaboration among agencies having a role in community education development

- general awareness of community education through dissemination and promotional activities

The community education specialist with the Department serves as the executive secretary to the council

APPENDIX D
STATE ADVISORY COUNCIL
1981-82
WORK PLAN

SUBCOMMITTEE NAME Education Committee

CHAIRMAN Fred McCormick (ECB)

MEMBERS
1. Serena Nelson (Librarian)
2. Cliff Korn (K-12 Private)
3. Kathe Thorp (Pos. Youth Dev.)
4. Dick Klatt (K-12 Public)
5. Barb Reichert (DHSS Aging)
6. Susan Ihler-Reichardt (Liaison)
7. Walter Farrell
8.

1981-82 STATE COMMUNITY EDUCATION ADVISORY COMMITTEE SUBCOMMITTEE OBJECTIVES AND ACTIVITIES

| OBJECTIVE (DESIRED OUTCOME) | ACTIVITIES | PROPOSED TIME LINES OR DATE OF COMPLETION |
|---|---|---|
| 1. Review current publications | Assemble publication list. Review and report to committee (Barb Reichert and Susan). | Nov. 19, 81 |
| 2. Identify special groups & develop communication links | A. e.g. State Agencies: aging, mental health, junvenile corrections, community service groups, etc.<br>DPI: Bureau of Pupil Services, public and non-public schools, etc.<br>State Associations: Community Education directors, League of Municipalities, etc.<br>B. Communication links: state T.V. and radio networks.<br>C. Dissemination of materials to various groups. (Kathe Thorp & Serena Nelson). | Nov. 19, 81<br><br><br><br><br>March, 1982 |
| 3. Disseminate "Models" booklet | Distribution (Dick Klatt, Eric Smith & George Kliminski). | Nov. 19, 81 |
| 4. Disseminate booklet with video-tape | A. Broadcast on State Education Network<br>B. Before January 4 news releases on video-tape and corresponding booklet using various agency and association newsletters e.g. extension, public and non-public schools, continuing education, VTAE, etc. (Fred McCormick & Susan) | Jan. 4, 82 |
| 5. Review VTAE model | The update and report should also include possibilities for inservice and other awareness programs (Dick Klatt and Cliff Korn). | Nov. 19, 81 |
| 6. Incorporate Community Education philosophy with DPI goals & objectives | Report on progress (Eric Smith). | Nov. 19, 81 |

SUBCOMMITTEE NAME Education Committee (continued) page 2

CHAIRMAN Fred McCormick (ECB)

MEMBERS
1. Serena Nelson (Librarian)
2. Cliff Korn (K-12 Private)
3. Kathe Thorp (Pos. Youth Dev.)
4. Dick Klatt (K-12 Public)
5. Barb Reichert (DHSS Aging)
6. Susan Ihler-Reichardt (Liaison)
7. Walter Farrell
8.

1981-82 STATE COMMUNITY EDUCATION ADVISORY COMMITTEE SUBCOMMITTEE OBJECTIVES AND ACTIVITIES

| OBJECTIVE (DESIRED OUTCOME) | ACTIVITIES | PROPOSED TIME LINES OR DATE OF COMPLETION |
|---|---|---|
| 7. Develop presentation on Community Education for DPI | A prepared presentation will be sent to the committee for their reaction. Comments and concerns will be returned to Eric. | Oct. 1, 81 |
| 8. Develop PSAs for radio and T.V. | Report (Kathe Thorp). | April 1982 |
| 9. Secure a commitment on a designated week for "Community Education Week" | Contact State Superintendent (Dick Klatt & Eric Smith). | Nov. 19, 81 |
| 10. Develop a community education display | Develop and share ideas (Fred McCormick, Eric Smith, George Kliminski, John & Susan) | Nov. 19, 81 |
| 11. Develop a brochure which makes various clubs aware of Community Education | A. Identify these organizations (obj. 2A).<br>B. Develop approaches - general and specific ( Barb Reichert & Kathe Thorp). | Feb. 11, 82 |
| 12. Develop inservice modules for an awareness program & an implementation program | Develop in a finished format. Eric send these materials to Fred. (Fred McCormick) | |

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SUBCOMMITTEE NAME Education Committee (continued) page 3

CHAIRMAN Fred McCormick (ECB)

MEMBERS
1. Serena Nelson (Librarian)
2. Cliff Korn (K-12 Private)
3. Kathe Thorp (Pos. Youth Dev.)
4. Dick Klatt (K-12 Public)
5. Barb Reichert (DHSS Aging)
6. Susan Ihler-Reichardt (Liaison)
7. Walter Farrell
8.

1981-82 STATE COMMUNITY EDUCATION ADVISORY COMMITTEE SUBCOMMITTEE OBJECTIVES AND ACTIVITIES

| OBJECTIVE (DESIRED OUTCOME) | ACTIVITIES | PROPOSED TIME LINES OR DATE OF COMPLETION |
|---|---|---|
| 13. Conduct planning implementation meetings with local district planning teams | Workshops conducted by George Kliminski & Eric Smith. | March 1982 |
| 14. Prepare a list of community education resource people | A. Categorize names according to geographic locations.<br>B. Develop presentations for resource people in various lengths. | Jan. 1982 |

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SUBCOMMITTEE NAME State Plan/Guidelines (Inter-Agency Relationships)

CHAIRMAN J. N. Heller

MEMBERS
1. Gary Coplien
2. Vern Swenson
3. Dave Sprehn
4. Bill Decker
5. George Longo
6. John Holdridge
7. Marge Engleman
8.

1981-82 STATE COMMUNITY EDUCATION ADVISORY COMMITTEE SUBCOMMITTEE OBJECTIVES AND ACTIVITIES

| OBJECTIVE (DESIRED OUTCOME) | ACTIVITIES | PROPOSED TIME LINES OR DATE OF COMPLETION |
|---|---|---|
| 1) Evaluation of state level efforts by DPI & UW Center | How well does council itself function? Schedule of activities as base for evaluation - work plan for coming year? Suggestions as to changes (See Sec. B) for state level goals & objectives. Place in organizational structure in DPI - calendar of previous 3 months at each council meeting (log of activities). | each meeting |
| 2) Interagency support statements (i.e. memo of agreement) | Relate with new community education directors association. Develop memos from other state associations (WCEA). Develop wide base of support of concept. Joint conferences of interested associations? Invitations to leaders of other groups to attend council meetings as guests? | Feb. 1982 |
| 3) Suggestions to method & techniques to assess projects & their impact on their communities increase visibility to DPI to maintain funding | Need input from local advisory groups - how to get input? Have advisory groups already done this? Assessment by community education directors as well as advisory groups and school district board members - need survey instruments? Which approach do we want? Develop methods for project to assess or state to assess. What do we want to know from a project to assess impact? Selected project to be evaluated & community member be part of team doin evaluation (this would be a self-evaluation) our goal is to have one done for the year (project must be willing to share results with council). Refer to components in state plan (p. 18-19) as base for evaluation. | |
| 4) Block Grants - Distribution of funds to community education | Need information regarding block grants and situation as to DPI. Need high degree of visibility. Use superintendent as speaker to promote. Continuous feedback from local projects and council to DPI leadership. Inviting DPI leadership to meeting of council and affiliated groups. | May 1982 |
| 5) Annual reveiw of state plan | | |
| 6) State level interagency committee | Should this be encouraged by council? (refer to last page of agreement). | |
| 7) Resolution of support | Acknowledging the outstanding contributions of Eric & George to Supt. Grover. | |

SUBCOMMITTEE NAME Legislative

CHAIRMAN Tom Fabian

MEMBERS 1. Robert Curtis 5.

2. Marilyn Hardacre 6.

3. Deanna Ehmann 7.

4. James Everts 8.

1981-82 STATE COMMUNITY EDUCATION ADVISORY COMMITTEE SUBCOMMITTEE OBJECTIVES AND ACTIVITIES

| OBJECTIVE (DESIRED OUTCOME) | ACTIVITIES | PROPOSED TIME LINES OR DATE OF COMPLETION |
|---|---|---|
| 1. Local Legislative Awareness | A. Request local CE Coordinators to invite area legislators in for an overview, and keep them posted on process developments. | April, 1982 |
| | B. State Coordinator to develop data collection instrument to begin collection of evidence for support of CE. | Oct. 15, 1981 |
| | C. Orientation of local CE Coordinators to legislative subcommittee goals for 1981-81. | Oct. 22-23 1981 |
| | D. Match lists of local CE Coordinators with area legislators. | Nov. 18, 1981 |
| | E. Match lists of CE State Advisory Council with their area legislators. | Nov. 18, 1981 |
| | F. Obtain list of Wisconsin Assemblymen and Senators and disseminate to members of State Advisory Council. | Nov. 19, '81 |
| | G. Requests are made of State Advisory Council members to contact their area legislators. | April, 1982 |
| | H. Invite area or key legislators to a State Advisory Council meeting | Spring or fall of 1982 |
| 2. DPI Leadership Awareness and Initiation | A. Develop formal and informal strategies within DPI and compile a list for review by subcommittee on legislation. | Nov. 19, '81 |
| | B. Invite Dr. Grover and other DPI leaders to a State Advisory Council meeting. | Spring, '82 |

SUBCOMMITTEE NAME Legislative

CHAIRMAN Tom Fabian

MEMBERS 1. Robert Curtis 5.

2. Marilyn Hardacre 6.

3. Deanna Ehmann 7.

4. James Everts 8.

1981-82 STATE COMMUNITY EDUCATION ADVISORY COMMITTEE SUBCOMMITTEE OBJECTIVES AND ACTIVITIES

| OBJECTIVE (DESIRED OUTCOME) | ACTIVITIES | PROPOSED TIME LINES OR DATE OF COMPLETION |
|---|---|---|
| 3. Interest-Group Contacts | A. Compile list of resolutions of support | on going |
| | B. Request members of the State Council to disseminate information about CE to members | on going |
| | C. Request members of the State Council to sponsor a resolution of support | Apr. 1, '82 |
| | D. Determine which organizations and agencies are not represented on the Council | Feb. 11, '82 |
| | E. Contact Small Cities Institute at UW Stevens Point regarding CE sectionals at their conferences. | Nov. 19 '81 |



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APPENDIX E
MEMORANDUM OF UNDERSTANDING

## Memorandum of Understanding

This memorandum was the result of an interagency task force appointed by the heads of Wisconsin's three educational systems; University of Wisconsin, Department of Public Instruction, and Board of Vocational, Technical and Adult Education.

The appointed task force met several times over a period of months in preparation of the document. The creation of this memorandum of understanding had its roots in the need to coordinate the emergence of public school community education programs with the missions and programs of the two established systems of post-secondary education. The role of community education is to create a closer partnership between school and community through greater utilization of school facilities, expanded citizen involvement, coordination with existing resources, and improved school-community relations. Public schools, an important resource in our communities, are an integral part of a local community education program. Utilizing the resources of public schools through a community education effort expands and enhances lifelong learning opportunties in the community while making maximum use of existing school and community resources.

### Task Force Members

| UW | DPI | VTAE |
|---|---|---|
| Joan Cybela | Russ Mosely | Ron Anderson |
| Jean Evans | Lee Rieck | Don Bri[illegible] |
| Jack Ferver | Jane Rohloff | George Kinsler |
| George Kliminski | Eric Smith | Libby Rosandick |
| Wilson Thiede | | |

Memorandum of Understanding
Between UW, VTAE and DPI Systems Regarding
Public School-Based
Community Education In Wisconsin

Introduction

The Community Education concept, as it has developed in the United States, is closely linked to the public K-12 school and its role in the educational life of a community. Historically, public school-based Community Education includes the following characteristics:

a) Public schools can and should share responsibility for the total educational environment in a community, one that emphasizes learning as a lifelong process.

b) Public schools have major educational facilities, publicly owned and in close proximity to community residents, which can and should be available to expand and enrich educational benefits for all citizens.

c) Public schools have a unique status which enables schools to assist and help extend the programs and services of a wide variety of organizations and institutions seeking to enhance community life. Activities which improve community life and help build a sense of community will have a positive effect on the educational program of schools.

d) Public school youth as well as the entire community will benefit from an open environment whereby resources and expertise of the community are sought out and are involved as a part of the total educational program of the public schools.

Lead Agency Missions Related to Community Education

A. Public School Districts and the Department of Public Instruction -

The Wisconsin constitution established the Department of Public Instruction under the direction of the State Superintendent by providing: "The supervision of public education shall be vested in a state superintendent and such other officers as the legislature shall direct;..." (Article X, Section I). The Department of Public Instruction is charged with broad responsibilities for providing educational leadership, assistance and supervision to local school districts to help them improve the quality of education being provided children in public elementary and secondary schools. The department has been directed by the legislature to assess the condition of the public schools, stimulate interest in education, and to disseminate as widely as possible the means and methods by which our schools can be further improved.

The Department of Public Instruction works closely with local school districts in carrying out its responsibilities through a variety of programs and services designed to provide professional consultation and supervision in all areas of the educational program and the organization and management of the schools; to improve, through continuing research and development, school curriculums and

operations; distribute state funds to supplement local tax resources to assure all children of as equal educational opportunities as possible; to assist handicapped children to receive adequate educational opportunities, to provide guidance and counseling services to all children; to develop school and public library services and resources; and to coordinate and supervise the use of various federal aids.

Extended use of public school facilities is provided for in Wisconsin Statutes 120.13 (17-21), 120.61 (1-7), 120.10 (11), and 66.527. These statutes provide for public use of school buildings at the control and discretion of the local board of education. Included are a broad range of activities such as lectures, entertainments, public meetings, civic, social and recreational activities, and educational activities for adults.

These activities can take place "if such use does not interfere with the prime use of the school property". In addition, the school board may "purchase books, stationery charts and other things necessary to conduct such lectures and may designate a person to manage such lectures".

A second area of extended use is through school involvement in recreation activities. Statutes allow schools to "establish, operate and maintain a department of recreation". There is, in addition, a method by which a local tax levy can be provided for operation of recreational services. Many school districts currently make use of this tax levy.

B. The University of Wisconsin System -

The University of Wisconsin Mission
Chapter 36, Wisconsin Statutes, January 1974, states:

"The mission of this System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth."

The University of Wisconsin-Extension Mission
Chapter 36, Wisconsin Statutes, January 1974, states:

"The core mission of University of Wisconsin-Extension is to provide, jointly with campuses and centers, a program of outreach designed to bring University of Wisconsin System resources to bear upon the needs and problems confronting the people and institutions of the state and to coordinate this statewide program. Working directly with individuals and community groups, University of Wisconsin-Extension extends continuing education opportunities and campus-based degree credit through a variety of methods and media. It develops, organizes, and imparts knowledge and skills needed by the general public and by such special areas as business, labor, agriculture, government, and the professions.

Through the Extension teaching, research, and coordinating mechanisms, the resources of all institutions of the University of Wisconsin System can be applied to needs associated with economic development, equity and justice, health care delivery, environmental quality, intellectual and cultural development, and communication processes. UW-Extension also serves as the state land-grant representative in Extension program relationships with appropriate federal agencies, and it joins with county and other local units of government in the administration of a cooperative University Extension program."

University Extension Work With Counties
Wisconsin Statutes 59.87, 1914, states:

59.87 University Extension work. (1) CREATION. Any county board, in accordance with this section, may establish and maintain an educational program in cooperation with the University of Wisconsin, referred to in this section as "University Extension Program".

(6) FUNCTIONS. Such University Extension program is authorized, under the direction and supervision of the county committee on agriculture and extension education, cooperating with University Extension of the University of Wisconsin, and within the limits of funds provided by the board and cooperating state and federal agencies, to make available the necessary facilities and conduct programs in:

a) Professional and liberal education
b) Human resource development
c) Economic and environmental development
d) Extension work provided for in an act of Congress approved May 8, 1914 (38 Stat. 372) and all acts supplementary thereto.
e) Any other extension work authorized by local, state or federal legislation.

C. The State Board for Vocational, Technical and Adult Education -

Mission -

The specific mission, as presented in Chapter 38 of Wisconsin statutes, states: The board shall be responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientations below the baccalaureate level, including terminal associate degrees, training of apprentices and adult education below the professional level.

The Board of Vocational, Technical and Adult Education establishes policy for the direction of vocational, technical and adult education programs of the state. Through control of federal and state aids, the agency supervises curriculum standards and personnel qualifications for offerings in post high school vocational and technical education and adult education including adult basic, manpower training, job skill improvement, apprenticeship-related training, collegiate transfer, continuation programs, and a number of allied educational activities.

Operational Guidelines

The following statements are common understandings among the three educational agencies as to the role and development of Community Education.

a) Local public school districts, in the initiation and development of community education, should recognize and support the historical and legislated missions of the UW and VTAE systems. This recognition and support should include close coordination between the systems, both at the state and local level. Specifically, close attention should be directed at areas in which lead agency responsibilities have been identified in parts B and C of this document. This includes the UW and VTAE systems as lead agencies in the development of adult education programming and UW Extension System as lead agency in general community development activities.

b) A key leadership position in public schools accountable for carrying out activities under the Community Education concept at the local level is the Community Education coordinator. The coordinator, first and foremost, operates as a facilitator rather than a provider, of community education programs and services. In other words, the coordinator cooperatively seeks to identify needs and develop programs and services through existing service systems as a first priority.

c) The local citizen's advisory council for community education should be established to plan, initiate and coordinate community education efforts. These councils should provide for appropriate input on the part of UW and VTAE personnel.

d) The DPI State Advisory Council for Community Education should include representation by UW and VTAE systems. The State Advisory Council for Community Education is a body, initiated in June of 1977, to provide direction and definition to the development of Community Education in Wisconsin. The Council serves in an advisory capacity to the State Superintendent of Public Instruction and to the Department's community education unit.

e) A state level interagency committee on Community Education will be designated by the three agency heads for purposes of: 1) establishing communication mechanisms; 2) avoiding duplication of effort, and; 3) helping to resolve interagency role conflicts as they arise. Concerns and appeals will be addressed to this committee. If not resolved at this level, appeals will be referred to the heads of the three agencies for resolution.

Inter-Agency Commitment

It is the hope of the undersigned that this memorandum of understanding concerning Community Education will aid those involved in all three systems to work cooperatively in providing comprehensive educational services to the people of Wisconsin, filling gaps where they may exist, and deferring, supporting and involving where appropriate.

Herbert J. Grover
State Superintendent

Robert M. O'Neil
President, UW System

Robert P. Sorensen
State Director, VTAE

## Wisconsin Centers for Community Education

At the State level in Wisconsin there are two primary units which coordinate and promote statewide development of community education. A variety of resources on all aspects of community education are available from these offices.

Wisconsin Department of Public Instruction
Community Education Unit
Dr. Eric C. Smith, Coordinator
125 South Webster Street, 3rd Floor
P. O. Box 7841
Madison, Wisconsin 53707
(608/266-3569)

This unit functions to provide a wide variety of assistance to local districts interested in community education development.

U.W.-Madison, Department of Educational Administration
Center for Community Education
Dr. George Kliminski
Room 1186-D, Educational Sciences Bldg.
1025 West Johnson Street
Madison, Wisconsin 53706
(608/263-3232)

This center provides a variety of training programs and course work related to community education. This center also functions as the statewide research and dissemination center.